



**U.S. Army Research Institute
for the Behavioral and Social Sciences**

Research Report 1514

Evaluation of an Army Recruiter Selection Program

Howard M. Weiss, Maryalice Citera, and Laura Finfer
(Contractors)

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Research Report 1514

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FOREWORD

The U.S. Army Research Institute (ARI) evaluated an Army recruiter selection program: An experimental battery was developed in 1985 as one possible tool for identifying successful recruiters. This research provides information about predictors of recruiter success that have been of interest to the U.S. Army Recruiting Command (USAREC) for a number of years. In particular, the results of this evaluation of previously developed recruiter selection scales emphasize the lack of utility for any recruiter selection testing program in light of the current availability of soldiers for recruiting duty.

ARI's participation in this cooperative effort is part of an on-going research program designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG) to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel. This research was undertaken in 1987 under a Memorandum of Understanding between USAREC and ARI (31 July 1987), with completion in fall 1988. Results reported here were briefed to the Deputy Commander (East) and other Command Staff of USAREC on 21 November 1988.



EDGAR M. JOHNSON
Technical Director

EVALUATION OF AN ARMY RECRUITER SELECTION PROGRAM

EXECUTIVE SUMMARY

Recruitment:

Effective selection of recruiters is essential to the success of the recruitment function. To meet this objective, the Recruiter Selection Battery-Experimental (RSB-X) was developed as one potential aid in the prediction of recruiter success. The RSB-X, along with other measures, was administered in 1985 to a sample of 417 recruiters during the Army Recruiter Course at Fort Benjamin Harrison. The purposes of this research were to (1) create a data base with both RSB-X elements and performance indexes for the recruiter sample and (2) assess the relationships among RSB-X elements and recruiter performance.

Procedure:

Performance and personal characteristics data were collected from USAREC data bases. This data collection resulted in the following indexes of recruiter performance for 1986 and 1987: total recruits signed (Total Achievement), total performance against individual mission (Total Production), total recruits who dropped out of the Delayed Entry Program (Total DEP Loss), achievement against key recruiter categories (Key Achievement), performance against mission in key categories (Key Production), and DEP Loss in key categories (Key DEP Loss). Awards data for 1986 and 1987 were collected for currently active recruiters, as was the current active/inactive USAREC assignment status of all recruiters in the sample. The relationships among RSB-X elements and these criteria were then assessed.

Findings:

The overall ability of the RSB-X elements to predict performance was generally weak. Personality components showed very few significant, substantive, or replicable relationships with the performance indexes. Background data gathered in the RSB-X were not generally predictive of either performance or assignment status, although a few relationships allowed for a tentative profile of the productive and active recruiter.

Utilization of Findings:

The results of this research provide valuable information on the recruiter selection process. A data base of both performance and RSB-X elements now exists from which additional analyses can be generated to assess the effectiveness of modifications to RSB-X items for predicting recruiter performance. Personality components of the RSB-X have not been demonstrated to

be useful predictors of performance or tenure in the Recruiting Command. Attention may be focused on the use of biographical data if conditions change and the recruiter job assignment becomes more coveted. Although the results do not warrant using existing background measures for selecting recruiters, they do provide insights for future inventories that could focus more on task experience and thus be better able to assess the demonstration of behaviors relevant to recruiting.



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EVALUATION OF AN ARMY RECRUITER SELECTION PROGRAM

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EVALUATION OF AN ARMY RECRUITER SELECTION PROGRAM

Introduction

The performance of recruiters has always been essential to meeting the manpower requirements of the Army. With the termination of the draft, the role of the recruiter has become particularly important. Essential to the success of the recruiting function is effective selection, training, and motivation of recruiters.

To meet the objectives of effective selection, an experimental selection battery, the Recruiter Selection Battery - Experimental (RSB-X) was developed as a potential aid in the identification of Army personnel with characteristics predictive of effective recruiting performance. This battery, along with other measures of recruiter characteristics, was administered to a set of 417 recruiters who entered the Army Recruiting Course (ARC) at Fort Benjamin Harrison, Indiana, during the months of May and June of 1985. The overall objective of the present project was to assess the effectiveness of using elements of the RSB-X database to predict recruiter performance. This report describes the results of the second phase of the project. The second phase had the following objectives:

1. To create a database with RSB-X and performance elements for the recruiter sample; and
2. To assess the relationship between the RSB-X elements and recruiter performance.

An overview of the development of the RSB-X is provided in a previous research report of this series (Weiss, 1988) and a more complete overview of past attempts to select recruiters in the Armed Forces is provided by Russell and Borman (1987). Consequently, an historical summary of the work leading to this phase of the project will not be included. Interested readers are referred to those reports.

Predictors

Recruiter Selection Battery - Experimental (RSB-X)

The objective of this project was to examine the extent that the elements of the RSB-X correlated with recruiter performance. The RSB-X is comprised of the following four components:

1. Descriptive Statement List - A list of 100 statements about what a person does, thinks, or feels. People are asked to decide if each statement is true or false for them;

2. Adjective Checklist - A list of 95 adjectives for which the respondent is asked to indicate if each adjective is or is not descriptive of him or her;

3. Most Descriptive Adjective Checklist - A list of 45 pairs of traits for which the respondent is asked to indicate the most descriptive trait; and

4. Background Questionnaire - A total of 137 questions concerning things a person may have done or experienced in the past. The person filling out the questionnaire is asked to select the most appropriate choice for each question.

The first three components of the RSB-X are composed of subscales of the following traditional personality scales:

1. Personality Research Form (PRF) (Jackson, 1967);
2. California Psychological Inventory (CPI) (Gough, 1969);
3. Differential Personality Questionnaire (DPQ) (Telegen, 1976);
4. Self-Description Inventory (SDI) (Ghiselli, 1954); and
5. Sales Effectiveness Scale (Dunnette, 1976).

The subscales used in the RSB-X are listed in Figure 1. Each of the full measures is briefly described below.

SDI

Intelligence
Supervisory Qualities
Initiative
Self-Assurance
Perceived Occupational Level
Decision Making Ability
Sociometric Popularity
Perceived Maturity

CPI

Dominance
Sociability
Social Presence
Socialization
Achievement via
Conformance
Good Impression

DPQ

Social Closeness
Hard Work
Authoritarianism
Impulsiveness

PRF

Exhibition
Order

Figure 1. Personality subscales

Personality Research Form. The Personality Research Form (PRF) is a self-report measure of 22 personality traits relevant to the functioning of individuals in a wide variety of situations. The dimensional structure was chosen based on work done by Murray (1938). The RSB-X uses only two of the PRF scales: Exhibition and Order. The PRF test manual reports internal consistency reliabilities of .94 for both scales. However, those reliabilities were derived using the full 20 items intended to measure each scale. Since the RSB-X uses only 3 items for Exhibition and 3 items for Order the reliabilities for the actual scales would be somewhat lower.

California Psychological Inventory. The California Psychological Inventory (CPI) is a self-report measure that yields scores for 15 personality traits and three "test taking" scores. The scoring was originally developed by the "contrasted group" method whereby those individuals identified as being either high or low on particular traits were contrasted by their responses to particular items. The RSB-X uses 6 of the 15 CPI scales.

Differential Personality Questionnaire (DPQ). The DPQ was developed by Auke Telegen at the University of Minnesota. The version used in the RSB-X is an early form developed in 1976. A slight revision is now available and called the Multidimensional Personality Questionnaire. The DPQ is a factorially developed self-report measure of dimensions of the "self-view domain of personality." The scales of the DPQ allow for the assessment of 11 primary dimensions of personality and three higher order traits. Although most of the research using the DPQ has investigated issues surrounding the higher order traits, the RSB-X contains only 4 dimensions of the 11 contained in the full DPQ and therefore the primary traits cannot be scored.

Self-Descriptive Inventory (SDI). The SDI is a forced choice adjective checklist designed to assess basic individual differences and related vocational interests in normal people. The full SDI assesses 22 traits, 11 are personal, 6 are vocational, and 5 are administrative. The RSB-X purports to measure 8 of the 22 scales. However, it does so by choosing adjectives that are part of a scale but does not pair them with the same adjectives they were paired with in the SDI. Consequently, the original SDI scales cannot be scored. However, a separate scoring system was developed for the SDI adjectives presented in the RSB-X and this was included in the analyses.

Sales Effectiveness Scale. The Sales Effectiveness Scale, although included in the RSB-X, was not analyzed for this project. The reason for this was an inability to obtain appropriate scoring procedures. The scale is used infrequently and attempts to obtain scoring procedures from previous users were unsuccessful.

The personality indices were used as predictors in three ways. First, the indices were scored as suggested in the manuals of the tests. This is the most straightforward and valid use of the predictors as it corresponds to the way the tests were developed and intended to be used. Second, the traditionally scored indices were reduced by a principle components analysis. This procedure yielded three components:

1. Social Relations - A factor that contained the Sociability, Achievement Via Conformance, Good Impression, and Socialization dimensions of the CPI and the Social Closeness dimension of the DPQ. It appears to assess a factor related to the interest of recruiters in maintaining good social relations and their need for affiliation;

2. Authority - A factor that contains the Dominance scale of the CPI, the Authoritarianism scale of the DPQ, and the Exhibition Scale of the PRF. It appears to assess a need to maintain authority; and

3. Order - A factor that contains the Order scale of the PRF, the Hard Work scale of the DPQ, the Impulsiveness scale of the DPQ, and the Social Presence scale of the CPI (the latter two with negative loadings).

The third scoring system examined in this research followed that developed by Borman, Russell, and Skilling (1987) (Referred to as Borman scoring hereafter). In the original research (Borman, Hough, & Dunnette; 1976), their scales were created based on the ability to predict Navy recruiter performance. Nine scales were developed. Eight of the scales constituted two versions of four dimensions: Sales Skills, Human Relations Skills, Overall Performance, and Organization Skills. The first version of each dimension was derived by scoring items in the Descriptive Statement List. The second version was derived by scoring items in the Adjective Checklist. In addition, a ninth scale was developed by scoring items in the Most Descriptive Adjective List.

Background Data

The fourth component of the RSB-X is a Background Questionnaire consisting of 137 items. These items focus on such aspects of personal history as age at time of marriage, receipt of letters of commendation, current age, number of dependents, hobbies and outside activities, parents' attitudes and behaviors, etc. Conventional bio-data inventories contain both objective, verifiable questions about work and life experience and more subjective, nonverifiable questions about attitudes and values. Although, the Background Questionnaire of the RSB-X contains both types of items, the RSB-X does have a "personality" tenor by including more value and attitude items. Typical of this type of item are the following RSB-X items: (a) "In the course of a week, which of the following gives you the greatest satisfaction?" (choices follow), (b) "Which of these characteristics bothers you most in people you meet?" (choices follow), and (c) "Would your choice of an ideal job be one which:" (choices follow).

The background data were analyzed by examining the zero-order correlations (where items could be logically scored as continuous) or chi-squares (where choices were not continuous) of the items with their performance criteria.

Other Predictors

In addition to predictors from the RSB-X (the focus of this research), other available data on each recruiter were examined for predictive utility. Specifically, on entering the ARC new recruiters completed the vocabulary portion of the Tests For Adult Basic Education (TABE) and the Computerized Adaptive Screening Test (CAST). In addition, the performance scores of the recruiters attending the ARC were available for use as predictors of subsequent performance.

Criteria

Performance

Monthly performance records were obtained for the members of the research sample. These records contained the following information: 1) the number of recruits signed by each recruiter in each of 18 mission categories, 2) the monthly mission statements for each category, and 3) the monthly losses from the Delayed Entry Program pool (DEP Loss) for that recruiter. From this data, six performance indices were created:

1. Total Achievement - The total number of recruits signed in all categories;
2. Total Production - The total number of recruits signed adjusted for mission (Achievement minus mission);
3. Total DEP Loss - The number of people dropped from the Delayed Entry pool for that recruiter that month across all categories;
4. Key Achievement - The total number of recruits signed in the four key mission categories of GMA, SMA, GFA, SFA;
5. Key Production - The total number of recruits signed in the four key categories adjusted for the missions of those categories; and
6. Key DEP Loss - The number of people dropped from the Delayed Entry pool for that recruiter for that month across key performance categories.

In order to examine the effectiveness of the elements of the RSB-X for predicting recruiter performance, two 12-month aggregates (one for 1986 and one for 1987) were formed from these indices and used as criteria in this research. The use of an aggregate, consisting of performance from

January through December of 1986, seemed natural given the timing of attendance at the ARC and the nature of the Transitional Training and Evaluation (TT&E) program in effect during 1985. As indicated earlier, our sample of recruiters attended the ARC during May and June of 1985. At that time, after attending the school, recruiters were placed in the TT&E program for nine months and given their first real mission at their sixth month. This meant that all of the recruiters in the sample had a mission in January of 1986 and thereafter.

Two yearly aggregates were studied for a number of reasons. First, it was felt that a second year would allow for the assessment of replicability for any results found for the first year. Second, research suggests that personality may be a better predictor of later rather than earlier performance on the job and thus it was possible that the RSB-X might predict 1987 performance better than 1986 performance.

Finally, Key Achievement and Key Productivity were operationalized and examined based on the policy interpretations of the USAREC Director of Recruiting Operations and Chief of Staff (at the time of the conduct of the project) that performance against these two key mission categories would best represent recruiter success (See Weiss, 1987).

Table 1 contains the reliabilities of the performance indices. These are coefficient alpha reliability estimates using monthly data as the individual scale items. It is readily apparent that all reliabilities are quite high, indicating the relative stability of performance (high average monthly inter-correlations) in each year. Further indications of the relative stability of performance can be found in the year to year correlations of the performance indices. These correlations, shown in Table 2, range from a low of $r = .34$ to a high of $r = .77$. It is apparent that the highest stability is in the most straightforward criterion, the simple number of recruits signed. Both achievement indices showed high stability. The lowest stability was found for the mission adjusted index of performance in key categories.

Table 1

Performance Reliabilities

<u>Variables</u>	1986		1987	
	<u>Total</u>	<u>Key</u>	<u>Total</u>	<u>Key</u>
Achievement	.96	.91	.97	.92
Production	.87	.77	.87	.79
DEP Loss	.81	.73	.88	.84

Table 2

Performance Stability

<u>Variable</u>	<u>Total</u>	<u>Key</u>
Achievement	.77	.69
Production	.46	.34
DEP Loss	.44	.45

Awards

Awards records were also available for currently active recruiters. Three awards criteria were used: awards given in 1986, awards given in 1987, and the total number of awards received at the time of the research project.

Current Status

A final criterion was current status as a recruiter. This is analogous to a turnover measure. However, as very few people leave the command voluntarily, the measure is essentially one of involuntary turnover.

Results

Examining the relationships among the RSB-X scales and background items on the one hand and the various criteria available on the other produces a vast amount of data. These results are organized around the relevant predictors. That is, the personality scales in their various formats are considered first. This is followed by the background data and the additional predictors. In all cases, zero-order correlations are reported first. Examining large numbers of zero-order correlations to find significant relationships is a practice that can lead to inappropriate conclusions because of the heavy capitalization on chance. For example, if a set of 100 correlations were tested for significance using the traditional $p < .05$ criterion, five of those correlations would be found to be significant by chance alone. This problem will increase if one-tailed rather than two-tailed tests are employed, as is generally the case if no a priori predictions about the direction of an association can be made. In order to avoid playing into the hands of chance, particular attention was paid to those scales or items that showed replicability either across criteria or across years or both.

Personality

Table 3 shows the relationships among the 1986 performance criteria and each of the 12 personality scales of the RSB-X for which standard scaling could be done. It is readily apparent that these scales do not predict performance. Of 72 correlations, only seven were statistically significant at the $p < .05$ level. The highest correlation was only $r = .14$ and no orderly pattern of replication is found among the significant relationships.

Table 3

1986 Personality/Performance Correlations

<u>Personality</u>	<u>Total</u>			<u>Key</u>		
	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>
Exhibition	.04	.08	.14*	.05	.10*	.09
Order	.10	.07	.01	.07	.06	.02
Dominance	.08	.12*	.05	.09	.12*	.10
Sociability	.08	-.04	.01	.04	-.04	.03
Social Presence	.01	.01	.06	.04	.05	.03
Socialization	.00	.01	-.03	-.02	-.02	.00
Achievement	-.03	.02	.03	-.02	.03	.06
Good Impression	-.04	-.02	-.02	-.11*	-.04	.02
Social Closeness	.00	.04	.04	.00	.05	.05
Hard Work	.05	.06	.00	.05	.07	.03
Authoritarianism	.05	.11*	.08	.08	.14*	.05
Impulsiveness	-.06	-.03	.00	-.02	-.05	-.05

* $p < .05$

Note: A high test score represents more of that trait or dimension.

Table 4

1987 Personality/Performance Correlations

<u>Personality</u>	<u>Total</u>			<u>Key</u>		
	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>
Exhibition	-.02	.07	-.03	-.05	-.02	-.01
Order	.03	-.04	.05	.00	-.07	.01
Dominance	.06	.08	.06	.02	.02	.06
Sociability	.06	-.03	.04	-.01	-.12*	.09
Social Presence	-.01	-.04	.03	.05	.02	.06
Socialization	-.13*	-.10	.01	-.19*	-.17*	.02
Achievement	-.06	-.04	.04	-.10	-.09	.04
Good Impression	-.09	-.07	-.03	-.12*	-.09	-.04
Social Closeness	-.08	-.05	.03	-.12*	-.13*	.04
Hard Work	.00	.00	.01	-.01	.04	.01
Authoritarianism	.02	.02	.05	.03	.04	.02
Impulsiveness	.02	.06	.01	.05	.10	.03

* $p < .05$

Note: A high test score represents more of that trait or dimension.

Table 5 contains the relationships among the three personality factors (See Appendix B for factor loadings) and the performance criteria for 1986 and 1987. It is clear that the factors do not predict performance with any greater efficiency than do their component scales. Four significant correlations out of 36 were found, none above $r = -.17$, and again no discernable pattern emerges.

Table 6 reports the relationships among the Borman factors and the various criteria for both 1986 and 1987 and Table 7 shows the corresponding data for 1987 performance indices. For 1986, not a single Borman factor correlates with performance at a level of statistical significance greater than $p < .05$. For 1987, only one correlation reaches significance.

Table 5

1986-1987 Personality Factors/Performance Correlations

<u>1986</u>						
<u>Factor</u>	<u>Total</u>			<u>Key</u>		
	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>
Social Relations	-.05	.00	.05	-.02	.01	.00
Authority	.09	.15*	.10	.07	.13*	.10
Impulsiveness	.05	.05	.00	.03	.04	.03

<u>1987</u>						
Social Relations	-.10	-.09	.02	-.17	-.17	.03
Authority	.04	.07	.05	.00	.02	.04
Impulsiveness	.02	.01	.05	.05	.08	.06

* $p < .05$

Table 6

1986 Personality/Performance Correlations-Borman Scoring

<u>Variable</u>	<u>Total</u>			<u>Key</u>		
	<u>Ach</u>	<u>Prod.</u>	<u>DEP</u>	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>
Sales 1	.01	.08	.08	.01	.08	.07
Sales 2	.03	.01	.03	.03	.01	.03
Organization 1	.04	.06	.06	.03	.06	.07
Organization 2	-.01	.01	.02	-.01	.01	.02
Overall 1	.02	.08	.09	.02	.08	.09
Overall 2	.07	.09	.08	.07	.09	.08
Human Relations 1	.00	.05	.07	.00	.05	.07
Human Relations 2	.02	.03	.02	.02	.03	.02
Most Descriptive Adjective	.06	.05	.06	.07	.06	.03

* $p < .05$

Table 7

1987 Personality/Performance Correlations-Borman Scoring

1987

<u>Variable</u>	<u>Total</u>			<u>Key</u>		
	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>	<u>Ach.</u>	<u>Prod.</u>	<u>DEP</u>
Sales 1	-.02	.05	.01	-.01	.03	.03
Sales 2	.04	.05	-.05	-.02	-.04	-.01
Organization 1	-.01	-.04	.02	-.06	-.10	.01
Organization 2	-.07	-.01	-.05	-.06	.01	-.08
Overall 1	.02	.03	.01	-.01	.01	.05
Overall 2	.01	.03	-.03	.01	.00	-.02
Human Relations 1	-.01	.00	-.01	.00	.06	.02
Human Relations 2	.00	.03	-.06	-.01	-.01	-.02
Most Descriptive Adjective	.11	.14*	.04	.09	.09	.03

* $p < .05$

A second criterion examined was awards received. It was expected that the results for awards would be similar to achievement since awards are the result of the number of recruits enlisted. Table 8 shows the relationship between awards and the personality indices of the RSB-X for 1986, 1987, and Total Awards. All scoring methods are included in this table.

It appears that there is slightly more success in predicting awards than actual achievement. Although the overall pattern is quite similar to what has been seen before, there is some indication that the Authority factor (composed of the Exhibition, Authority and Dominance scales) is predictive of awards for both 1986 and 1987. Although best results are found for the factor, each of its components has some predictive success. In addition, the Borman scoring also shows some, albeit weak, relationship with 1986 awards, but this success is not borne out for 1987. It should be noted that these data refer only to the 1986 and 1987 awards for currently active recruiters.

As previously indicated, active status was also used as a criterion. Data were available to indicate whether or not recruiters in the initial pool were still in the Recruiting Command. The personality indices were used to predict current status. Of the original personality scales, three predicted current status at a $p < .05$ level. These are Social Closeness

Table 8

Personality/Awards Correlations

<u>Personality Variable</u>	<u>1986</u>	<u>1987</u>	<u>Total</u>
<u>Original Scales</u>			
Exhibition	.23*	.11	.21*
Order	.03	.05	.05
Dominance	.07	.21*	.17*
Sociability	.01	.01	-.03
Social Presence	.07	.02	.07
Socialization	.01	.04	-.02
Achievement	.12*	.14*	.13*
Good Impression	.04	.04	.01
Social Closeness	.00	.03	.01
Hard Work	.06	.09	.11
Authoritarianism	.28*	.06	.26*
Impulsiveness	.04	.06	.04
<u>Factors</u>			
Social Relations	.03	.06	.04
Authority	.22*	.16*	.25*
Impulsiveness	.10	.12*	.14*
<u>Borman Scoring</u>			
Sales 1	.22*	.12*	.21*
Sales 2	.03	.01	.03
Organization 1	.01	.09	.04
Organization 2	.05	.00	.03
Overall 1	.15*	.12*	.16*
Overall 2	.12*	.05	.13*
Human Relations 1	.14*	.06	.14*
Human Relations 2	.02	.01	.03
Most Descriptive Adj.	.15*	.12*	.15*

* $p < .05$

Note: A high score on the personality scales represents more of that trait or dimension.

($r = .16$, higher closeness, more likely to be active), Dominance ($r = .12$), and Exhibition ($r = .11$). Not surprisingly, since Dominance and Exhibition are two of its three components, the factor of Authority was able to significantly predict status ($r = .12$), and like its components,

its relationship with status was small. Neither of the other two factors was significantly correlated with status. Of the nine Borman variables, only Sales 1 ($r = .16$) and Overall 1 ($r = .15$) were significantly correlated with status.

Background Data

The Background items of the RSB-X were also examined for their relationship with the performance, awards, and status criteria. Clearly, examining all 137 items against multiple criteria capitalizes on chance factors. Consequently, it was decided to focus on only those items that showed replicable relationships across independent criteria (two years of performance or two years of DEP Loss). Of the background items, only 11 items showed replicable relationships for performance indices: Items 1, 2, 3, 5, 6, 10, 32, 35, 76, 117, 128 (all items appear in the RSB-X in the Appendix). An examination of these items suggests that the successful recruiter is less, rather than more, seasoned (younger, fewer years in service, lower pay grade at time of entry), has already received letters of commendation, attempts to lead by example rather than by driving people, has a spouse who doesn't work, likes to plan activities rather than behave spontaneously, enjoyed the support of his or her parents when growing up, and did not volunteer for the recruiting duty. Regarding DEP Loss, only 2 items showed replicable relationships, Items 95 and 117.

To examine if background items predicted active status, separate chi-square analyses were done for relationships between status and background item responses. Only nine items showed significant chi-squares. These were Items 6, 14, 15, 19, 24, 32, 34, 42, and 86. Examination of these items suggests that the profile of the recruiter more likely to stay in the command is one who is married, has outside interests (belongs to some social organizations not connected with the Army), believes in planning his activities as opposed to behaving spontaneously, and tries to lead people by example.

It should be noted that, although the items predicting performance were replicated from 1986 to 1987, the predictors of active status cannot be examined in this way.

Other Predictors

As indicated earlier, CAST, TABE, and ARC performance scores were also available and their correlations with performance were examined. For training scores, only two significant correlations were found. Training school performance predicted 1987 achievement in key categories ($r = .13$) and 1986 awards ($r = .12$), but these findings were not replicated in their alternate years. None of the ability measures showed any consistent relations with achievement, performance, DEP Loss, or awards.

Corrections for Battalion Production

The results show that the 12 personality scales fail to predict recruiter performance. The same is true for the three personality factors. A possible source of attenuation in this relationship is the region of the country where the recruiter works. The pool of potential recruiters varies across different areas of the country. In a region with high unemployment, there may be greater interest in the military and more opportunity for recruiters. Thus, the region in which recruiters work, partly determines their achievement (i.e., the number of recruits signed). Differences in performance due to regional factors may attenuate the relationship between personality and performance and could be considered error.

By statistically controlling this error, a clearer picture of the actual personality-performance relationship could emerge. Thus, we examined the correlations between achievement and personality with the region bias controlled. The average monthly battalion achievement was selected as the control variable. The rationale was that within a particular battalion the potential pool of recruiters was approximately the same. Thus, the average battalion achievement represents the performance of the typical recruiter in that part of the country.

Two battalion corrections were computed for the 1987 performance data: total achievement and key achievement. The battalion corrections were entered into the regression equations with recruiter achievement and the 12 personality scales. For total achievement, the R-squares ranged from .06 to .07. The highest partial correlation was -.11 and only two of the twelve reached significance. Likewise the R-squares for key achievement ranged from .08 to .10. The highest partial correlation was -.16 and only three of the twelve reached significance.

The results were similar for the three personality factors. The R-squares ranged from .06 to .07 for total achievement and from .08 to .10 for key achievement. The only partial correlation coefficient to reach significance was between Social Relations and key achievement with the battalion correction partialled out. The rest were not significant.

The results clearly showed that even if geographic location is controlled for, the personality scales and factors simply do not predict performance.

Utility

The usefulness of any selection system cannot be gauged by the size of the validities alone. It is well known that even small validity coefficients can have some practical utility in the context of certain selection process parameters. The assessment of selection system utility is a complicated function of a number of factors in addition to the

validity, including the ratio of people selected to people eligible (selection ratio), the percent of those selected without the system who would normally become successful at the job (base rate of success), the dollar value of success, the costs of selection, etc.

Although the cost effectiveness of the system could be determined if the dollar value of successful recruiting could be estimated, that data was unavailable for this research. However, a more traditional approach to utility can provide some assessment as to the usefulness of trying to develop a selection system based on the most promising of the results obtained. Such an analysis would suggest that the very small validities that could be expected using personality or bio-data in the form that it exists in the RSB-X would be useful only in the context of selection ratios with a moderate degree of selectivity. For example, given a base rate of success of 40% (40% of those chosen to be recruiters would be successful without the selection system) a selection ratio of .2 (selecting only 1 out of 5 individuals eligible to be recruiters) using a system that has a validity of $r = .2$ (an optimistic estimate given the data of this research) would increase the success rate to 51%.

Although this would clearly be a substantive improvement, examination of the selection process indicates that selection ratios of .8 to .9 are more typical (8 or 9 eligible people chosen). Using a system with a validity of $r = .20$ and a selection ratio of .8 produces the much more modest increase to 43% successful. Even here, the selection ratio of .8 and the validity of $r = .2$ are likely to be overly optimistic. The conclusion that must be drawn is that the small validities expected with the RSB-X, even given the large numbers of people involved, are likely to have an effect on the system only with a major change in the way recruiters are recruited and selected.

Conclusions

Overall, it is clear that the personality components of the RSB-X do not predict the key indices of performance. Regardless of how these indices are aggregated, traditional scales, reduced factor structure, or the Borman scoring, they show no replicable or substantive relationships with achievement, mission adjusted production, or DEP Loss. This is not surprising for a number of reasons. First, the history of the ability of personality to predict worker performance generally and recruiter performance specifically has been disappointing. Second, the RSB-X does not appear to be a well designed instrument. It borrows from well known scales but does not use all of the scales or all of the items. In one case, the Adjective Checklist, the RSB-X version reorganizes the adjective pairs in such a way as to destroy the integrity of the original scale. In addition, examination of the initial results that inspired the use of this instrument in the Army indicates that the RSB-X personality components were never very successful for predicting recruiter performance. The initial research validated the instruments primarily

against ratings and even here the indices showed levels of predictability not unlike what is presented in this report.

It is interesting that some greater predictability is found if awards is the criterion. This is, however, hard to explain as awards are supposed to be based on achievement and achievement is not generally predicted by RSB-X components. In any case, even the ability to predict awards is not strong.

Generally, more success has been found with background data and results here are more consistent. Eleven items have been shown to have replicable relations with performance. Overall, if these items are aggregated they correlate $r = .34$ with 1986 achievement and $r = .25$ with 1987 achievement. Few items, however are able to predict DEP Loss.

On balance, it does not appear that the RSB-X has sufficient predictive utility to warrant using it to make entry decisions about Army recruiters. Personality predictions are weak and although a few background items show some replicable relations with performance a useful selection strategy will need to arise from a different instrument and development strategy.

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APPENDIX A

U.S. Army Research Institute
Recruiter Selection Battery-Experimental
(RSB-X)



U.S. ARMY RESEARCH INSTITUTE
for the BEHAVIORAL and SOCIAL SCIENCES
5001 Eisenhower Avenue
Alexandria, Virginia 22333

Privacy Act Statement

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information that is collected.

The Department of the Army may collect the information requested in the RSB-X under the authority of 10 United States Code 137.

Providing information in this questionnaire is voluntary. Failure to respond to any particular question will not result in any penalty for the respondent.

The information collected in this survey will be used to improve upon present selection procedures for U.S. Army Recruiters.

The information will be used for research and analysis purposes only. The Army Research Institute, under guidance of the Office of the Deputy Chief of Staff for Personnel, has primary research and analysis responsibility.

GENERAL INSTRUCTIONS

The RSB-X is composed of three parts. A separate answer sheet must be used for each part. Number your answer sheet 1, 2, and 3 to correspond with the appropriate test section. Use the special code section (column A) on side 1 of the answer sheet to reflect the answer sheet number.

There are no time limits to any parts of the RSB-X. However, you are encouraged to work quickly.

Before you begin Part I, be sure you have filled in all of the identifying information requested on the first answer sheet. Be especially careful to enter your Social Security Number correctly. The answer sheets for Parts II and III must also have your Social Security Number entered on them; however, the other identifying information can be left blank.

When you have completed filling in the answer sheet information sections, turn to the next page, read the instructions for Part I, and begin.

PART I

Descriptive Statement List

This section contains 100 statements concerning what a person does, thinks, or feels. Read each statement and decide if it is true or false for you and then mark your answer on the answer sheet. Fill in circle A if the statement is true or applies to you. Fill in circle B if it does not. Use Answer Sheet Number 1.

1. I enjoy hearing lectures on world affairs.
2. At a club or community meeting, I would enjoy standing up to try to convince to vote my way.
3. My memory is better than most other people's.
4. I would not enjoy being a politician.
5. The people I know who say the first thing they think of are some of my most interesting acquaintances.
6. I liked school.
7. I am apt to show off in some way if I get the chance.
8. People seem naturally to turn to me when decisions have to be made.
9. I must admit I often neglect to put things back where they belong.
10. I like to keep people guessing what I'm going to do next.
11. I often prefer to "play things by ear" rather than to plan ahead.
12. I prefer not to "open up" too much, not even to friends.
13. It is best not to overexert oneself in performing a task when other demanding tasks may follow.
14. Others think I am lively and witty.
15. I don't like to start a project until I know exactly how to proceed.
16. I must admit that I have a bad temper once I get angry.
17. If I hold an opinion that is radically different from that expressed by a lecturer, I am likely to tell him about it either during or after the lecture.
18. My work is planned and organized in detail before it is begun.
19. I like to have people talk about things I have done.
20. If I have a problem I like to work it out alone.
21. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
22. My workspace is typically very neat.
23. I perform in public whenever I have the opportunity.
24. I find it difficult to ask people for money or other donations, even for a cause in which I am interested.
25. I like to stop and think things over before I do them.
26. As a child I used to be able to go to my parents with my problems.
27. My way of doing things is apt to be misunderstood by others.
28. Even when I have done something very well, I usually demand that I do better next time.
29. I hate to be interrupted when I am working on something.
30. I think I would enjoy having authority over other people.
31. People consider me a rather free-wheeling and spontaneous person.
32. I enjoy putting in long hours.
33. I think I would like the work of a school teacher.
34. I don't like to do anything unusual that will call attention to myself.
35. I feel comfortable in a somewhat disorganized room.
36. The members of my family were always very close to each other.
37. I must admit I am sometimes careless about things in an effort to get them done quickly.
38. In a group, I usually take the responsibility for getting people introduced.
39. I open up to others only when I'm sure they will accept me.
40. I work hard even if I don't think it will get me ahead.
41. I keep close track of where my money goes.
42. My parents have often disapproved of my friends.

43. I must admit I try to see what others think before I take a stand.
44. Life is no fun unless it is lived in a carefree way.
45. I often take it upon myself to liven up a dull party.
46. People say that I am methodical (that I do things in a systematic manner).
47. I have had very peculiar and strange experiences.
48. If I were to be in a play, I would want to play the leading role.
49. There have been a few times when I have been very mean to another person.
50. When I work on a committee, I like to take charge of things.
51. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
52. My work is always well organized.
53. I find it really hard to give up on a project when it proves too difficult.
54. A person does not need to worry about other people if only he looks after himself.
55. I often crave excitement.
56. I am not a terribly ambitious person.
57. I must admit I often like to take "center stage" at a social event.
58. An ideal job would allow me to work on one task at a time.
59. I must admit I don't open up much to strangers.
60. I try to get others to notice the way I dress.
61. People say that I drive myself hard.
62. At times I have been very anxious to get away from my family.
63. When faced with a decision, I usually take time to consider and weigh all aspects.
64. I don't have a forceful or dominating personality.
65. I refuse to play some games because I am not good at them.
66. Sometimes people say I neglect important aspects of my life because I work so hard.
67. I was one of the quietest children in my group.
68. Most people feel that I act spontaneously.
69. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasure.
70. In most ways the poor man is better off than the rich man.
71. I often do things on the spur of the moment.
72. I must admit I am a pretty fair talker.
73. Clever, sarcastic people make me feel very uncomfortable.
74. When I am going somewhere I usually find my exact route by using a map.
75. I certainly feel useless at times.
76. In my work I have learned not to demand perfection of myself.
77. I have had more than my share of things to worry about.
78. I think I am usually a leader in my group.
79. If I am not feeling well, I am somewhat cross and grouchy.
80. I like to be in the spotlight.
81. I often start projects with only a vague idea of what the end result will be.
82. I enjoy a good argument.
83. I could pull up my roots, leave my home, my parents, and my friends without suffering great regrets.
84. I push myself to my limits.
85. I'm not the type to be a political leader.
86. I don't think I'm quite as happy as others seem to be.
87. I am rather good at bluffing when I find myself in difficulty.
88. I usually don't like to be a "follower."
89. Life usually hands me a pretty raw deal.
90. With a little effort, I can "wrap most people around my little finger."
91. I tend to keep my problems to myself.
92. I often like to do the first thing that comes to my mind.
93. I do not like to organize other people's activities.
94. I am more of a "loner" than most people.
95. I often monopolize a conversation.
96. I often get disgusted with myself.
97. People consider me forceful.
98. I seek to avoid all trouble with other people.
99. I like to listen to symphony orchestra concerts on the radio.
100. If the pay was right, I would like to travel with a circus or carnival.

YOU HAVE COMPLETED PART I.
TURN THE PAGE AND BEGIN PART II.
USE YOUR SECOND ANSWER SHEET.

PART II
Adjective Checklist

This section contains a list of 95 objectives. Please read each one quickly and decide if you consider the adjective to be descriptive of you. If you think that the adjective is descriptive of you, fill in circle A on your answer sheet. If it is not descriptive of you fill in circle B. Do not worry about contradictions, and do not spend too much time on any one adjective. Try to be frank and describe yourself as you really are, not how you would like to be. Remember--fill in circle A if the adjective describes you, circle B if it does not. Use Answer Sheet Number 2.

- | | | |
|-------------------|----------------------|--------------------|
| 1. adventurous | 33. frank | 65. progressive |
| 2. aggressive | 34. gentle | 66. quiet |
| 3. Anxious | 35. good-natured | 67. rational |
| 4. appreciative | 36. happy | 68. reckless |
| 5. argumentative | 37. hasty | 69. relaxed |
| 6. arrogant | 38. headstrong | 70. reliable |
| 7. bitchy | 39. high-strung | 71. religious |
| 8. blunt | 40. hostile | 72. reserved |
| 9. blustery | 41. humorous | 73. restless |
| 10. boastful | 42. independent | 74. sarcastic |
| 11. bold | 43. individualistic | 75. self-centered |
| 12. calm | 44. intuitive | 76. self-denying |
| 13. careful | 45. involved | 77. short-tempered |
| 14. casual | 46. kind | 78. show-off |
| 15. cautious | 47. light-hearted | 79. shrewd |
| 16. changeable | 48. likable | 80. stable |
| 17. complaining | 49. loud | 81. steady |
| 18. conscientious | 50. methodical | 82. strong |
| 19. conservative | 51. modest | 83. subjective |
| 20. considerate | 52. moody | 84. tactful |
| 21. contented | 53. nervous | 85. talkative |
| 22. cooperative | 54. opinionated | 86. tense |
| 23. daring | 55. outgoing | 87. tolerant |
| 24. deliberate | 56. outspoken | 88. thorough |
| 25. demanding | 57. painstaking | 89. touchy |
| 26. dependable | 58. patient | 90. trusting |
| 27. determined | 59. peaceable | 91. unassuming |
| 28. disorderly | 60. perfectionistic | 92. uninhibited |
| 29. egotistical | 61. persevering | 93. warm |
| 30. enthusiastic | 62. pleasure-seeking | 94. wholesome |
| 31. excitable | 63. praising | 95. zany |
| 32. forgiving | 64. precise | |

THIS COMPLETES SECTION A.
GO ON TO SECTION B ON
THE NEXT PAGE

Most Descriptive Adjective List

The purpose of this list is to obtain a picture of the traits you believe you possess and to see how you describe yourself. There are no right or wrong answers, so try to describe yourself as accurately and honestly as you can. For each pair of words decide which is MOST descriptive of you. On your answer sheet mark either A, or B, to indicate the adjective you have chosen as most descriptive of you.

- | | | |
|--|---|--|
| 96. A. successful
B. happy | 111. A. mature
B. active | 126. A. inventive
B. opportunistic |
| 97. A. unselfish
B. aggressive | 112. A. loyal
B. confident | 127. A. reliable
B. organized |
| 98. A. uninhibited
B. mechanically inclined | 113. A. curious
B. sympathetic | 128. A. clever
B. interests wide |
| 99. A. permissive
B. outspoken | 114. A. conventional
B. sentimental | 129. A. emotional
B. self-denying |
| 100. A. affectionate
B. opportunistic | 115. A. cooperative
B. initiative | 130. A. thrifty
B. thorough |
| 101. A. spontaneous
B. soft-hearted | 116. A. pleasant
B. ambitious | 131. A. curious
B. polished |
| 102. A. orderly
B. jolly | 117. A. musical
B. stern | 132. A. sentimental
B. conventional |
| 103. A. imaginative
B. persuasive | 118. A. contented
B. excitable | 133. A. attractive
B. artistic |
| 104. A. talkative
B. informal | 119. A. fair-minded
B. leisurely | 134. A. silent
B. spunky |
| 105. A. relaxed
B. sociable | 120. A. progressive
B. good-natured | 135. A. tactful
B. appreciative |
| 106. A. wordy
B. painstaking | 121. A. handy
B. competitive | 136. A. trusting
B. praising |
| 107. A. methodical
B. conforming | 122. A. scientific
B. sharp-witted | 137. A. alert
B. kind |
| 108. A. thorough
B. practical | 123. A. mechanically inclined
B. directive | 138. A. capable
B. athletic |
| 109. A. changeable
B. unexcitable | 124. A. generous
B. adventurous | 139. A. responsible
B. creative |
| 110. A. playful
B. independent | 125. A. reflective
B. pleasure-seeking | 140. A. attentive
B. determined |

THIS COMPLETES PART II, TURN
THE PAGE AND CONTINUE TAKING
THE RSB-X BY COMPLETING
PART III, THE BACKGROUND QUESTIONNAIRE.
USE YOUR THIRD ANSWER SHEET.

PART III

Background Questionnaire

The Background Questionnaire contains 136 questions concerning things that you may have done in the past. Read each question and all of its possible answers carefully, then select the one answer that is most appropriate for you. Blacken the matching circle on your last answer sheet. You should work quickly, but be as accurate as you can.

Turn to the next page and begin. Use Answer Sheet Number 3.

Background Questionnaire

1. How old are you now?
 - a. 20 or younger.
 - b. 21 to 25.
 - c. 26 to 30.
 - d. 31 to 35.
 - e. 36 or older.
2. How many years have you been in the military service?
 - a. 1-3.
 - b. 4-6.
 - c. 7-9.
 - d. 10-12.
 - e. 13 or more.
3. What is your pay grade?
 - a. E-4 or less.
 - b. E-5.
 - c. E-6.
 - d. E-7.
 - e. E-8 or higher.
4. Do you expect to make the military service your career?
 - a. Definitely yes.
 - b. Probably yes.
 - c. Undecided.
 - d. Probably not.
 - e. Definitely not.
5. Have you ever received an official letter of appreciation in the performance of your military or professional duties?
 - a. No.
 - b. Yes, one.
 - c. Yes, two or more.
6. Have you ever received a letter of commendation?
 - a. No.
 - b. Yes, one.
 - c. Yes, two or more.
7. Have you ever been given a formal counseling statement and/or received a formal letter of reprimand?
 - a. No.
 - b. Yes, once.
 - c. Yes, two or more times.
8. Have you ever received punishment under UCMJ?
 - a. No.
 - b. Yes, once.
 - c. Yes, twice.
 - d. Yes, three or more times.
9. Prior to military service, in how many different cities or towns had you lived?
 - a. 1.
 - b. 2 or 3.
 - c. 4 to 6.
 - d. 7 to 9.
 - e. 10 or more.
10. What was the highest school grade that you completed?
 - a. Never went beyond elementary school.
 - b. Some high school.
 - c. Graduated from high school.
 - d. Some college.
 - e. Graduated from college.
11. How often did you disagree with your parents concerning things in general?
 - a. We never disagreed.
 - b. We rarely disagreed.
 - c. We disagreed occasionally, but not often.
 - d. We disagreed often.
 - e. We hardly ever agreed.
12. How were you usually punished as a child?
 - a. Punished physically.
 - b. Reprimanded verbally, or deprived of something.
 - c. Told how you should have acted.
 - d. Warned not to do it again, but seldom punished.
 - e. Sent to bed.
13. What is your present marital status?
 - a. Single.
 - b. Married, no children.
 - c. Married, one or more children.
 - d. Widowed.
 - e. Separated or divorced.
14. How old were you when you got married?
 - a. Not married.
 - b. Less than 18 years old.
 - c. 18 to 20 years old.
 - d. 21 to 25 years old.
 - e. Over 25 years old.
15. How many times have you been married?
 - a. None.
 - b. Once.
 - c. Twice.
 - d. Three times.
 - e. Four or more times.

16. Which best describes how your spouse feels about your present living quarters?
- Would like different size living quarters.
 - Would like help with care of the living quarters.
 - Satisfied with present living quarters.
 - Would like to move to another neighborhood or community.
 - Something else, or not married.
17. How would you characterize your present home?
- Extremely happy.
 - More happy than most.
 - About average.
 - A little less happy than the average.
 - Something else, or does not apply.
18. How many persons, not including yourself, are dependent upon you for all or most of their support?
- None.
 - 1.
 - 2 or 3.
 - 4 or 5.
 - More than 5.
19. In which of the following groups of social organizations have you participated most frequently in recent years?
- Athletic and recreation clubs—bowling, golf, tennis, chess, bridge, photography.
 - Fraternal and cultural societies—Elks, Masons, K of C, IOOF, YMCA/YWCA, college fraternity or sorority, dramatics, debating, bible class, etc.
 - Civic and political organizations—Lions, Rotary, Kiwanis, Chamber of Commerce, Young Republicans, American Legion, Parent/Teachers Association, etc.
 - Business organizations—trade union, sales club, American Management Assoc., professional societies, granges, etc.
 - Other kinds of organizations.
 - None.
20. How many evenings a week do you usually go out for fun?
- Less than one.
 - One.
 - Two.
 - Three.
 - Four or more.
21. What is your attitude toward social gatherings?
- You enjoy them thoroughly.
 - You enjoy them if they are not too frequent.
 - You are somewhat indifferent to them.
 - You believe they are a waste of time, but you go occasionally.
 - You avoid them as completely as possible.
22. Do you prefer to talk to or visit with:
- One close friend.
 - One or two casual acquaintances.
 - A small group.
 - A large audience.
 - Members of your immediate family.
23. What has been your experience with people?
- There is a lot of good in all people.
 - There is some good in most people.
 - People are about as good as they have to be.
 - A surprising number of people are mean and dishonest.
 - Most people are just no good.
24. In which of the following groups of social organizations have you most frequently held office (president, secretary, chairman of committee, etc.)?
- Athletic and recreational clubs—bowling, golf, tennis, chess, bridge, photography.
 - Fraternal and cultural societies—Elks, Masons, K of C, IOOF, YMCA/YWCA, college fraternity or sorority, dramatics, debating, bible class, etc.
 - Civic and political organizations—Lions, Rotary, Kiwanis, Chamber of Commerce, Young Republicans, American Legion, Parent/Teachers Association, etc.
 - Business organizations—trade union, sales club, American Management Association, professional societies, granges, etc.
 - Other kinds of organizations.
 - None.
25. During your youth when teams were being chosen for games, were you usually picked:
- Near the first.
 - Around the middle.
 - Near the end.
 - Was usually one of those doing the choosing.
 - Very seldom had time to play games.
26. How do you usually behave in a group session with your peers?
- Express your views and often sway the group.
 - Express your views but often don't sway the group.
 - Reluctant to express your views, but they are usually well received.
 - Reluctant to express your views and unsure of their reception.
 - Don't usually participate.
27. Given the choice, would you prefer to:
- Persuade others.
 - Order others.

28. Which one of the following has helped you most in getting along with people?
- Following good human relations principles.
 - Standing up for your rights.
 - Giving others a lot of attention.
 - Not changing your views if you think you are right, despite pressure.
 - Recognizing when it is necessary to change your mind.
29. Decision making as a major part of a job:
- Is your "best."
 - You can take it or leave it.
 - You like to narrow things down to two or three alternatives, but prefer someone else to take it from there.
 - Definitely not for you.
30. Comparing yourself to others you work with, how do your decisions seem to stack up on quality?
- In most instances, my decisions are better.
 - About the same as decisions of others.
 - In most instances, my decisions are poorer.
 - Rarely make decisions.
31. Viewing yourself as objectively as possible, would you describe yourself as:
- Aggressive.
 - Occasionally aggressive but typically not.
 - Passive.
32. When you have a chance, how do you lead people?
- By driving them.
 - By showing them.
 - By kidding them into going along.
 - By setting an example.
 - Some other way.
33. Which of the following is the most difficult for you to do?
- Write reports.
 - Sell ideas to the boss.
 - Pepring to someone.
 - Speak before a large group.
 - Sell others on the importance of getting a job done.
34. Concerning your present and future activities do you:
- Make precise, detailed plans.
 - Make broad, general plans.
 - Make few plans, "let nature take its course."
35. When you take a vacation, which do you prefer?
- Like to plan it down to the last detail.
 - Like to make general plans, but let details take care of themselves.
 - Like to take spontaneous trips.
 - Never take a vacation, or just work or loaf around home.
36. When you go on a vacation trip in your own car do you tend to:
- Make no unnecessary stops until you get where you are going.
 - Stop at planned points along the way.
 - Detour or stop whenever something interests you.
 - Sometimes get sidetracked and don't get to original destination.
 - Never make trips of this sort.
37. When you have been away from home on a vacation do you usually:
- Start back as late as possible.
 - Start back as planned.
 - Start back earlier than you actually have to.
 - Arrive back later than you were supposed to.
38. When you are reading and come across a word you don't know, what do you usually do?
- Keep right on reading.
 - Immediately look it up in the dictionary.
 - Sometimes look it up depending on the context it is used in.
 - Make a mental note to look the word up at a later date.
39. When someone fails to pay you back money they borrowed do you:
- Always ask them for it.
 - Usually ask them for it.
 - Seldom ask them for it.
 - Never ask them for it.
 - None of the above.
40. Under usual conditions how often do you attend religious services?
- Every week.
 - At least three times a month.
 - Once or twice a month.
 - On special occasions only.
 - Do not attend religious services.
41. Which do you enjoy most?
- A good "bull" session.
 - Working or studying hard.
 - Listening to music or reading for pleasure.

42. About how often do you spend an evening at home sitting around and reading?
- Practically never.
 - Barely.
 - Occasionally.
 - Frequently.
43. Which of the following is most important to you?
- Professional status or authority.
 - Money.
 - Family and friends.
 - Religion.
 - Recreation.
44. Which one of the following types of radio or TV programs do you like the best?
- News or sports events.
 - Operas, symphonies or concerts.
 - Comedy or variety programs.
 - Plays or dramatic series.
 - Practically never listen to radio or TV.
45. Which of the following activities gave you the greatest pleasure while in high school?
- Participation in or attending organized high school sports events.
 - Social interaction with other students—dancing, dating, etc.
 - Participation in organized school activities including plays, band, and student government.
 - Achieving academic success and recognition.
 - None of these.
46. Which of the following did you most enjoy participating in during your school years?
- Athletic teams.
 - Social groups—fraternity or sorority.
 - School club or group—debating team, political science club, band, etc.
 - Honor roll.
 - Never had an opportunity to be a member of these groups while in school.
47. How do you compare with your friends in athletic ability?
- You are very much better than most.
 - You are a little better than average.
 - You are about average.
 - You are a little poorer than most.
 - Your friends are very much better than you.
48. When a man reaches age 65, should he:
- Retire and enjoy life.
 - Continue working, stay active.
 - Continue working only if he can't afford to retire.
 - Retire only in ill health.
49. With regard to taking risks, which best describes you?
- Hardly ever take a risk.
 - Sometimes take a risk.
 - Generally take a risk.
 - I'm a gambler at heart.
50. Which of the following do you look forward to most in your leisure time?
- A chance to rest and relax.
 - A chance to putter around.
 - A chance to be with other people.
 - A chance to get outdoors or be active.
 - A chance to be alone with my thoughts.
51. Which of the following comes closest to describing your political view?
- A radical.
 - A liberal.
 - A conservative.
 - A middle-of-the-roader.
52. In the past, how have you reacted to competition?
- Have done my best in competitive situations.
 - Have been unaffected by it.
 - Have done all right, but haven't liked it.
 - Unfavorably.
 - In some other way.
53. Which one of the following factors do you believe to be the most important in determining whether a person in your profession will be successful or not?
- General intelligence.
 - Interest.
 - Personality.
 - Ability to understand how other people feel.
 - Something else.
54. How many cigarettes do you usually smoke each day?
- None.
 - Half a pack.
 - One pack.
 - Over a pack.

55. How often do you drink beer, wine or liquor?
- Never.
 - Daily.
 - Weekly.
 - Monthly.
56. When you have a cold, headache, or other minor illness, which do you most often do?
- Stay home.
 - Stay on the job, but take it easy.
 - Ignore it.
57. Up to the age of 21 years, how often did you suffer minor illnesses?
- More often than the average person.
 - About as often as the average person.
 - Less often than the average person.
 - Never.
58. In recent years, has your health been:
- Excellent.
 - Good.
 - Fair.
 - Poor.
 - Sometimes good and sometimes poor.
59. How many hours of physical exercise did you average during the past two or three months?
- None.
 - 1 or 2 hours.
 - 3 or 4 hours.
 - 5 or 6 hours.
 - 7 or more hours.
60. To what extent do you read daily newspapers?
- Read one or more newspapers thoroughly each day.
 - Read parts of a newspaper each day.
 - Read parts of more than one newspaper each day.
 - Read a newspaper two or three times per week.
 - Almost never read a newspaper.
61. What do you feel has been your major accomplishment outside of work?
- Family activities.
 - Community activities.
 - Development of yourself.
 - Development of your social activities.
 - Something else.
62. How old were you when you went on your first date?
- 10 to 13 years old.
 - 14 to 15 years old.
 - 16 to 17 years old.
 - 18 or older.
63. At what age did you start drinking?
- 12 or younger.
 - 13 to 16.
 - 17 to 21.
 - 22 or over.
 - Never drank.
64. At what age did you begin to smoke?
- 12 or younger.
 - 13 to 16.
 - 17 to 21.
 - 22 or over.
 - Never smoked.
65. When working on a project, do you do it over and over until it really expresses what you mean?
- Often.
 - Occasionally.
 - Sometimes.
 - Rarely.
66. When you were ill as a child, what action did your family generally take?
- Called a physician.
 - Applied home remedies.
 - "Let nature take its course."
 - None of the above.
67. At what stage in your life has your physical health been best?
- Pre-school period.
 - Grade school period.
 - High school period.
 - College period.
 - Adult life.
68. What have you done—or would you do—if a fellow worker had personal habits which you disliked?
- Be friendly and hope he would improve.
 - Ask him directly to stop, if he were annoying me.
 - Try to help him to improve his bad habits by pointing them out to him.
 - Ignore him and his habits as much as possible.
 - None of the above.

69. How often do you find that your first impression of a person is the right one?
- Always.
 - Often.
 - Occasionally.
 - Rarely.
 - Never.
70. When the "odds" are running against you (in something important) do you:
- Concede the point or situation.
 - Persist more than most people would.
 - Stick to your guns come what may.
 - Sometimes concede, sometimes persist, depending on the situation.
 - Something else.
71. Where did most of your spending money come from during the years you were in high school?
- Allowance from family.
 - My own earnings.
 - Partly allowance, partly earnings.
 - Other sources.
 - Had no spending money.
72. How much reserve—savings, government bonds, etc.—do you feel a person needs for emergencies?
- Less than \$100.
 - \$100 to \$499.
 - \$500 to \$999.
 - \$1,000 to \$4,999.
 - \$5,000 or over.
73. Would you describe your father as:
- A "pal" who was more like an older companion than a parent.
 - A formal sort of person.
 - A domineering person who gave me close attention and supervision.
 - A person with other interests that seemed to detract from attention to the family.
 - None of the above.
74. How did your parents feel on the subject of your career?
- Had very strong feelings and outlined what they wanted me to do.
 - Were interested and helped me outline what I wanted to do.
 - Were interested, but did not understand what I wanted to do.
 - Showed little or no interest.
 - Actively opposed what I wanted to do.
75. How often were you allowed to use the family car?
- Had my own, didn't need to use the family car.
 - As often as I asked.
 - As often as I asked and my parents were not using it.
 - Seldom, or only on special occasions.
 - Parents did not own a car.
76. How did your parents feel about the marks you made in school?
- Were very pleased.
 - Were satisfied but thought I should do better.
 - Did not care about marks as long as I did my best.
 - Did not care about marks as long as I passed.
 - Paid very little attention to my marks.
77. With respect to his work did your father usually:
- Ask for suggestions at home concerning his problems?
 - Talk about his problems but did not ask for suggestions.
 - Did not discuss his problems at home.
 - Complained and worried about his problems at home.
 - None of these.
78. For how many years did you belong to youth group—such as Boy/Girl Scouts, Campfire Girls, etc?
- 1 year or less.
 - 2 or 3 years.
 - 4 or 5 years.
 - 6 years or more.
 - Did not belong to a youth group of this type.
79. When you made a wrong choice regarding a difficult decision, did you:
- Forget it because there was nothing I could do about it.
 - Try to forget it but it kept popping up in my mind.
 - Condemn myself for making such a mistake.
 - Feel I made the best choice I could at the time.
 - Something else.
80. Did you work while in high school?
- Yes, earned spending money.
 - Yes, earned clothing money.
 - Yes, earned board.
 - Yes, earned room.
 - No.

81. Which one of the following techniques of disciplining a child would you use most frequently?

- a. Denying the child some material pleasure.
- b. Encouraging the child by pointing out good behavior.
- c. Leaving decisions up to the child after discussion.
- d. Trying to reason with the child.
- e. Punishing or spanking the child, letting the child know why he/she is being punished.

82. What did you usually do during your high school days when you found work hard to understand?

- a. Asked parents or teachers for help.
- b. Asked classmates for help.
- c. Paid closer attention in class.
- d. Did extra reading or work until problem solved.
- e. Other, or never had trouble understanding.

83. Which do you feel has been your most outstanding positive experience in your school life?

- a. Popularity with classmates.
- b. Popularity with teachers.
- c. Close friendships.
- d. Achievement in sports.
- e. Achievement in school.

84. When you were in high school, how much part-time work did you do per week?

- a. None.
- b. Less than 5 hours.
- c. 5 to 10 hours.
- d. 10 to 20 hours.
- e. More than 20 hours.

85. What was your standing in your high school class?

- a. Upper 10 percent.
- b. Upper 25 percent.
- c. Above average (upper 50 percent).
- d. Average.
- e. Below average (lower 50 percent).

86. How do you want people to feel about you?

- a. Feel I am capable.
- b. Feel I am tough but fair.
- c. Feel I am a "nice guy."
- d. Feel I am exceptionally intelligent.
- e. None of these.

87. How have you reacted to the opportunities that have been presented to you?

- a. I have taken advantage of every opportunity.
- b. I have generally tried to take advantage of any opportunity.
- c. I have taken advantage of some and not of others.
- d. I have not had too many opportunities, but have taken advantage of the ones I have had.
- e. I have failed to take advantage of any opportunities presented.

88. Which of the following are you most likely to do when angry?

- a. Storm around for awhile letting off steam.
- b. Try not to show that I am angry at all.
- c. Never let my temper get the best of me.
- d. Talk it over with someone.
- e. Try to keep away from everybody for awhile.

89. When you have a restless or sleepless night, what is the usual reason?

- a. Family or personal problems.
- b. Work problems.
- c. Financial worries.
- d. Not feeling well physically.
- e. Some other reason.

90. Which one of the following do you think is closest to describing you?

- a. Difficult to really get to know.
- b. Have some really close friends and a number of acquaintances.
- c. Friendly and easy going, have a lot of friends.
- d. Very jolly, the "life of the party" type.
- e. Find it extremely difficult to describe myself.

91. In the course of a week, which of the following gives you the greatest satisfaction?

- a. Being told you have done a good job.
- b. Helping people solve their problems.
- c. Being with your family and close friends.
- d. Having free time to use as you please.
- e. None of these.

92. Which one of these characteristics bothers you most in people you meet?

- a. Bragging.
- b. Shyness.
- c. Lack of initiative.
- d. Being very competitive.
- e. Lack of imagination.

93. Would you like to live over any parts of your childhood?
- Would enjoy living over again the time when I used to date.
 - Would like to live over again the time before I started going to school.
 - Would like to live over again the time when I was in school.
 - Childhood was fine, but living it over again doesn't interest me.
 - Dislike thinking much about my childhood.
94. When you need to solve a tough work problem, which of the following would you be most likely to do?
- Sit down and figure it out myself.
 - Talk it over with my spouse or friends.
 - Talk it over with my co-workers.
 - Talk it over with my boss or other superiors.
 - Let it ride for awhile, then tackle it with a fresh eye.
95. Which one of the following qualifications was most important to the success of the best supervisor you have ever known?
- Ability to deal effectively with people.
 - Ability to keep the pressure on until the job is done.
 - Knowledge of the technical aspects of administration.
 - Ability to size up a situation and act accordingly.
 - Technical knowledge.
96. Would your choice of an ideal job be one which:
- Allowed a great amount of interaction with other people.
 - Would require working with a small group.
 - Would allow you to work closely with one other person.
 - Would allow you to work by yourself.
97. How fast do you usually work?
- Much faster than most people.
 - Somewhat faster than most people.
 - At about the same pace as most people.
 - Somewhat slower than most people.
 - Much slower than most people.
98. In judging the people you work with, which trait do you disapprove of most?
- Laziness or indifference.
 - Lack of imagination.
 - "Apple polishing."
 - Sloppiness in work.
 - Something else.
99. Which of these do you dislike most in a job?
- Confusion.
 - Inefficiency.
 - Personal bad feeling.
 - Lack of a chance to progress.
100. Which one of the following have you liked most in any job you have held?
- Work hours that are regular.
 - Always the same kind of work.
 - Safe working conditions.
 - Working in one set place.
 - Not more than one boss to please.
101. Which one of the following do you feel has been the most important for your success?
- Ability to get along with co-workers.
 - Ability to get along with supervisors.
 - Ability to organize details of work.
 - Skills and experience.
 - Ability to meet and deal with many people.
102. When you were small and adult visitors came to your house, you usually:
- Were coached in advance on what you should do.
 - Were not permitted to be in the room with the guest.
 - Were permitted to be in the room if you remained quiet.
 - Were permitted to participate in the conversation.
 - Did something else.
103. During your teens, when your family was together for an evening, you would usually:
- Talk over subjects of general interest.
 - Talk about the personal problems you had throughout the day.
 - Play games together.
 - Watch television or listen to the radio.
 - Concern yourselves with your own activities.
104. To what degree do you feel that your present job makes use of your abilities and capacities?
- Really feel pushed most of the time.
 - Keeps me on my toes, feel stimulated and challenged.
 - Can handle the work with ease.
 - Sometimes wish the job was more difficult and challenging.

105. How do you feel about the routine paperwork on the job?
- It is excessive.
 - There is quite a lot, but you can put up with it.
 - There is a lot, and something should be done to reduce it.
 - There is a lot, but most of it is really necessary.
 - You rather enjoy it.
106. Which one of the following fields of work offers the most opportunity for a young person today?
- Sales.
 - A profession such as law, medicine, science.
 - A craft or skilled trade such as plumber, carpenter, or electrician.
 - A technical trade such as electronics or computers.
 - The military service.
107. When you are late for an engagement, you usually:
- Act as though you are not late.
 - Give an explanation only if you are asked for one.
 - Make a brief apology.
 - Explain in some detail to justify your lateness.
 - I am practically never late for engagements.
108. Of the following, it is most difficult to openly agree with a subordinate who has:
- Broken a rule.
 - Gone beyond his authority.
 - Complained about an injustice done to him.
 - Changed a method without consulting me.
 - I probably would never agree with a subordinate who did any of the above.
109. Where would you belong in a list of 100 typical people in the kind of job you can do best?
- In the top 5%.
 - In the upper third (but not in the top 5%).
 - In the middle third.
 - In the lowest third.
110. Which do you feel was the most important in forming your convictions about the meaning of life and how to live?
- My parents.
 - Discussions with close friends.
 - Religious training.
 - My own observations and thoughts.
 - Another source.
111. Generally, in your work assignments would you prefer:
- To work on one thing at a time.
 - To work on a couple things at a time.
 - To have many things "on the fire" simultaneously.
112. When you were a child, did you feel that you received adequate recognition from your teachers for your work in school?
- Almost always.
 - Usually, but not always.
 - In a moderate amount.
 - Sometimes, but not often.
 - Almost never.
113. About the best indication of man's worth is how well he does his job.
- Definitely.
 - Probably agree.
 - Not sure.
 - Probably disagree.
 - Definitely disagree.
114. Do you make a list of things to do when you know you will have a busy day?
- Yes, always.
 - Yes, usually.
 - Yes, sometimes.
 - Yes, but only rarely.
 - No, never.
115. How well have you felt you were able to understand the feeling of others?
- Very well.
 - Pretty well.
 - Fairly well.
 - Not very well.
116. I notice little things about a person or situation that others overlook.
- This happens to me almost all the time.
 - This often happens to me.
 - This has happened to me several times, but I wouldn't say this is generally true of me.
 - This very seldom happens to me.
 - This never happens to me.
117. What is your spouse's job status?
- Spouse not employed.
 - Spouse employed part-time.
 - Spouse employed full-time.
 - I am not married.

118. Some people easily become involved in a task while others seldom really "dig into" a task or job. How involved do you usually become in a task or job?
- I often have trouble sticking with it; other things almost always seem to come up to distract my attention.
 - I sometimes become involved in a task or job that interests me greatly, but most of the time I quickly lose interest.
 - I often become heavily involved in a task or job provided it's of interest to me.
 - I almost always become engrossed in tasks or jobs.
119. How do you feel about the amount of time you normally have to perform your job?
- Have time for everything without feeling pushed.
 - Wish you had a little more time to plan and to think.
 - Necessary to keep pushing to get everything done.
 - Very hard to do what is expected of you in the time available.
 - Never seem to have enough time to do everything.
120. In getting ahead in the Service the most important thing is to:
- Avoid being blamed for mistakes.
 - Get along well with supervisors.
 - Do high quality work.
 - Gain seniority.
 - Something else.
121. Working with others on the job:
- Makes the work more pleasant.
 - Increases tensions.
 - Interferes with getting the work done.
 - Helps by providing new ideas and giving support.
 - Does not make much difference.
122. On any job you have had, problems that you have run into have sometimes come from:
- Blowing your top when under pressure.
 - Pushing your ideas too fast.
 - Reprimanding others too much for minor errors.
 - Not following through on your work.
 - Relying too much on others to do details.
123. When you were in school, you felt that the best way to get good marks in your subjects was to:
- Keep your homework up to date and of high quality.
 - Cram before exams.
 - Ask for and complete additional assignments.
 - Take a very active part in class discussions.
 - Do something else.
124. The amount of recognition which you receive for your accomplishments is:
- None at all.
 - Occasional recognition but not often.
 - About as much as anyone else.
 - As much as is deserved.
 - Sometimes more than is deserved.
125. When you have a free afternoon or evening to spend alone, you are most likely to:
- Attend a movie.
 - Watch television.
 - Listen to music.
 - Read, or work on a hobby.
 - Do something else.
126. Have you ever requested MOS reclassification?
- Yes
 - No
127. Why did you request MOS reclassification?
- I didn't.
 - I wished to broaden my experience.
 - I wanted to gain specific training.
 - I needed a change of pace.
 - I preferred another type of work.
 - I was bored in my old job.
 - I disliked my work.
128. Have you ever requested duty as a recruiter?
- Yes.
 - No.
 - No, but I would be interested in it.
129. Have you ever requested duty as a Drill Sergeant?
- Yes.
 - No.
 - No, but I would be interested in it.

130. Have you ever requested to be on a Battalion or higher staff?
- a. Yes.
 - b. No.
 - c. No, but I would be interested in it.

131. Have you ever requested duty as an instructor or trainer?
- a. Yes.
 - b. No.
 - c. No, but I would be interested in it.

From the next five items (items 132-135) decide which would be your most preferred duty and fill in a circle A on your answer sheet next to that item number. Then fill in circle B next to the item number of your second choice. Continue in this way until you have filled in circle C for your third choice, and finally circle D for your least preferred duty.

132. Drill Sergeant.

133. Battalion or higher staff.

134. Instructor or trainer.

135. Recruiter.

136. When thinking of your next duty station which is more important—the location or the type of duty?
- a. Type of duty is a lot more important than location.
 - b. Type of duty is a little more important.
 - c. Type of duty and location are equally important.
 - d. Location is a little more important than type of duty.
 - e. Location is a lot more important.
137. How do you feel about your selection as a recruiter candidate?
- a. Super
 - b. I'm open minded and optimistic.
 - c. I'm open minded but concerned.
 - d. I'm concerned.
 - e. I'm reluctant to be a recruiter.
 - f. I'm opposed to the idea.

YOU HAVE COMPLETED THE RSB-X. CHECK TO MAKE SURE THAT YOU HAVE ANSWERED ALL PARTS OF THE BATTERY, AND FILLED IN ALL APPLICABLE IDENTIFYING INFORMATION ON YOUR ANSWER SHEET. WHEN YOU HAVE FINISHED CHECKING, RETURN THE BOOKLET AND ANSWER SHEET TO THE TEST ADMINISTRATOR.

APPENDIX B

FACTOR LOADINGS OF PERSONALITY SCALES

<u>SCALE</u>	<u>FACTORS</u>		
	<u>Social Relations</u>	<u>Authority</u>	<u>Impulsiveness</u>
Socialization (CPI)	.74	-.02	.23
Achievement via Conformance (CPI)	.69	.13	.20
Social Closeness (DPQ)	.65	.22	-.11
Good Impression (CPI)	.64	.01	.34
Sociability (CPI)	.58	-.01	-.03
Dominance (CPI)	.17	.79	.04
Authoritarianism (DPQ)	-.01	.77	-.03
Exhibition (PRF)	.15	.74	.01
Impulsiveness (DPQ)	-.28	.02	-.71
Order (PRF)	.18	.01	.67
Hard Work (DPQ)	-.08	.44	.52
Social Presence (CPI)	-.13	.46	-.45